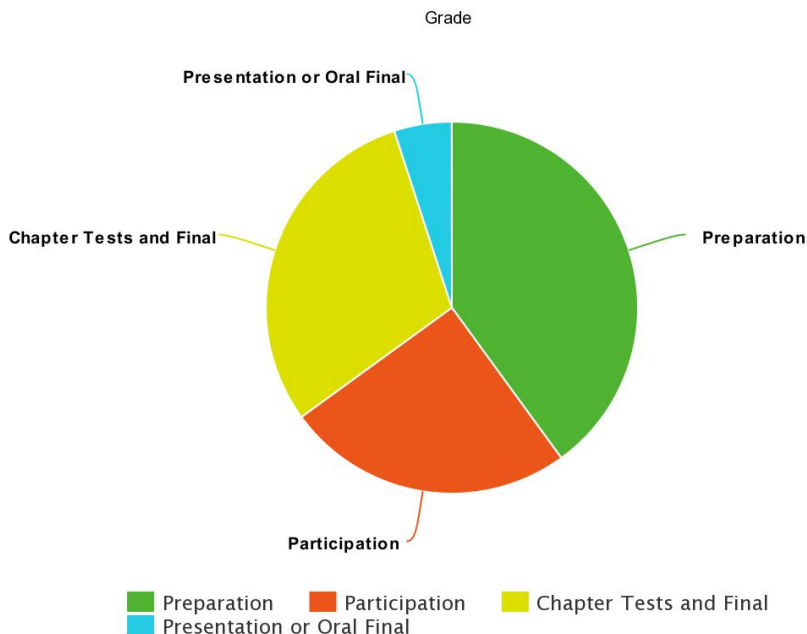


GERM 2020 – Intermediate German II

Your instructor	Dr. Heike Polster, Associate Professor Section Head of German Undergraduate Advisor 233a Jones Hall hpolster@memphis.edu 901.678.2830 (office), 314.368.0406 (cell) Office Hours: by appointment
Your material	1, Larry Wells/Rosmarie Morewedge: <i>Mitlesen. Mitteilen. Literarische Texte zum Lesen, Sprechen, Schreiben und Hören</i> . Fourth Edition 2, Rankin/Wells: <i>Handbuch zur deutschen Grammatik. Wiederholen und anwenden</i> . (Fifth Edition. Sixth Edition is acceptable, but the page numbers may be different. It is your responsibility to check). 3, Workbook/ worksheets to go with <i>Handbuch</i> . Available as pdf on the UMDrive course page.
Your class	... meets Tuesdays and Thursdays at 11.20 am in 218 Jones Hall. GERM 2020 is designed to help you further develop your speaking, writing, reading, and listening in German. It is a learner-centered course, meaning that the focus will be on hands-on learning. Over the course of the semester, you will extend your vocabulary significantly and improve your speaking and writing in various situations and formats, according to German (informal and professional) etiquette. We will also focus on the grammatical structures needed for such exchanges. Furthermore, we will work on developing your listening and reading comprehension.
Your learning and success	... will depend on 1) <u>consistent preparation</u> outside and 2) <u>active practice</u> inside the classroom.
Your grade	... is an assessment of the consistency and quality of your work, both at home and in the classroom. As learning doesn't stop on a test day or due date, you will always have the opportunity to revise and improve your written work.



- Preparation (independent study of assigned material: memorizing vocabulary, reading the stories, reviewing grammar, completing written homework assignments). Assessed by instructor's observations, submitted homework, and pop quizzes. **40 %**
- Chapter tests and final. **30 %**
- Participation (consistency, quality, pronunciation, at least 95 % in German). See rubric "Participation Grading Rubric" below. **25 %**
- Presentation or oral final. **5 %**

Your Supporters

... are:

- your classmates
- yours truly (text, email, phone, skype).
- our free tutor, native assistant Isabel 235 Jones Hall. Her hours will be posted during the first week of class.
- the ESP (Educational Support Program): www.memphis.edu/esp/
- the Academic Counseling Center: www.memphis.edu/acc/
- Disabilities Resources for Students: www.memphis.edu/drs/
- the Student Handbook: <http://www.memphis.edu/studentconduct/pdfs/csrr.pdf>

HOMework GUIDE

Preparation

Study of chapter content in *Mitlesen-Mitteilen*:

You will be asked to read the short texts from „Mitlesen, Mitteilen“ at home. You are also asked to listen to them several times on your own to train your ear to hear spoken German in context. The audio recordings are on the CD that comes with your book. If you bought it used, borrow a peer's CD.

Study of grammar in Handbuch:

Written in English, the grammatical topics provide explanation for the structures encountered in the texts and to serve as background and preparation for the subsequent activities. When you are assigned pages with grammar points to study – „Lernen Sie..“, you will want to read these through carefully, take copious notes, analyze the examples provided to see the new structure in use and break them down so that they make sense to you. Note:

Reading and re-reading alone won't be enough. Learn actively.

In each chapter, all activities have been sequenced from receptive to productive in order to permit practice of the new structures while avoiding time-consuming explanations by the instructor. Experience has shown that most students can learn to study and comprehend grammar explanations on their own. You might have some difficulty, however, applying this information when speaking and writing. Therefore, during classroom practice, my role is to focus your attention on important new grammatical forms during group activities, e.g. by posing selected questions that pinpoint the form being practiced. At home, make sense of the assigned grammar and memorize the new structures.

Handbuch homework:

After studying the grammar and vocabulary, you will be asked to try out the new words and structures in writing. Read the instructions carefully and analyze the examples provided to see the new structure in use and break them down so that they make sense to you. Then write your own answers.

For each Handbuch chapter, you will find worksheets from the workbook online (on UMdrive as pdf). Print it out, do the assigned activities, and bring it to class.

Memorization of vocabulary:

The chapter's vocabulary is not all assigned for one day; vocabulary learning needs to be divided over regular intervals.

WHAT IF....

... I am sick or have an emergency and can't come to class?

Drop me a quick line so that I know if you're ok. You can combine that message with a request for any materials that were distributed during the class you missed. Obtaining this material is your responsibility. You can also contact your study buddy and ask him/her to get an extra copy of the handout for you.

... I am sick or have an emergency on a test day?

Let me know as soon as you can. With proper documentation, you can take the test later. When you return to class, we will set a date for the make-up exam.

... I am absent without notice?

Your instructor takes attendance every day. Absences are reported with SSC, and you will receive notification per email. In case of excessive absences (4+), an alert will automatically be issued that is sent to your academic advisor. Furthermore, you will risk being administratively dropped from the class or receiving an F.

... I forget/fail to turn something in when it's due?

Communicate with me. If there are extenuating circumstances, you will be able to turn it in late. If there aren't, you will lose points. If you miss more than two assignments, an automatic alert will be issued to your academic advisor.

... I'm late for class? Once? Multiple times?

Once, no problem. Keep your head high and ignore the stink eyes from your classmates. Multiple times: a nuisance that will result in a lower grade and an automatic alert to your academic advisor.

... I'm not doing so well in class, and don't know why it is?

Speak to me. Together, we will try to find out what the problem is and develop a strategy for study.

... I'm a bit scared to make an appointment to talk to you?

I'd say that's silly. I am probably the best resource you have for this class, and remember: I chose this job – teaching you German – over all other jobs. I love it and will do anything to help you. I don't bite (students).

... someone's behavior in class is really bugging me?

Let me know as soon as possible. I will address this behavior immediately. It is my job to ensure that every student can concentrate in class. If it's something I'm doing, tell me face-to-face or slip a note under my door. I need to know how I can make your learning experience better.

...I need special accommodations for learning disabilities etc.?

Any student who anticipates physical or academic barriers based on the impact of a disability is encouraged to speak with me privately. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 901-678-2880. DRS coordinates access and accommodations for students with disabilities.

Will there be opportunities for "Extra Credit"?

No. There are plenty of opportunities for "Regular Credit".

Can I take this course towards my honors credit?

Yes. Talk to me and we'll hammer out the details.

Vorbereiten auf...: [Prepare for..]	Machen Sie die Hausaufgaben am Besten in dieser Reihenfolge:
Dienstag, 29. August	Willkommen!
Donnerstag, 31. August	Lernen Sie das Handout „50 häufigste Verben“ Handbuch: Chapter 2, „Present Tense“. Lesen und lernen Sie S. 16-21. Schreiben Sie Aufgaben 24-25, A, D „In der Familie“ und „Einiges über Sie“.
Dienstag, 5. September	Lernen Sie das Handout „50 häufigste Verben“ Mitlesen, Mitteilen (MiMi): S. 2, Aufgabe A. Machen Sie sich Notizen zu den Antworten, und schreiben Sie die „Previewing“ Aktivität (Partnerarbeit machen wir im Kurs). MiMi: Lernen Sie die Wörter im Glossar S. 12, links. MiMi: Machen Sie Aufgabe A, S. 4. Handbuch: Lesen und lernen Sie S. 22-23. Schreiben Sie Aufgaben E und F, S. 25-26.
Donnerstag, 7. Sept.	MiMi: S. 2, Aufgabe B. Machen Sie sich Notizen. Schreiben Sie die Hauptideen. MiMi: S. 2, Aufgabe C. Machen Sie eine Stichwörterliste. MiMi: S. 5, Aufgabe D. Machen Sie ein Brainstorming und formulieren Sie Fragen. MiMi: Lernen Sie die Wörter im Glossar S. 12, rechts. Handbuch: Lesen und lernen Sie S. 22-23. Schreiben Sie Aufgaben E und F, S. 25-26.
Dienstag, 12. Sept.	MiMi: S. 6, Aufgaben C und D. Schreiben Sie das Handout zu Chapter 2.
Donnerstag, 14. Sept.	MiMi: Schreiben Sie Aufsatzthema 1 oder 2 von Seite 8. Wir haben das im Kurs diskutiert, und jetzt sollen Sie die Antworten aufschreiben. MiMi: Lesen Sie „Kontexte, S. 9. Machen Sie ein Brainstorming zu Aufgabe A, Seite 9, „Zum Hören“ / „Zum Thema“ – Flirten.
Dienstag, 19. Sept.	PRÜFUNG

Donnerstag, 21. September	<p><u>MiMi</u>: Kapitel 9 „Das Märchen vom kleinen Herrn Moritz, der eine Glatze kriegte“ Machen Sie Aufgabe „Vor dem Lesen“ S. 96. Lesen Sie den Text komplett durch und machen Sie B und C, S. 96 Lernen Sie Wörter 1-25 im Glossar auf Seite 108. <u>Handbuch</u>: Lernen Sie Kapitel 1 „Word order“ S. 8-9 Lernen Sie den Wortschatz „Verben“ S. 9-10 Schreiben Sie Aufgabe A, B, D S. 11-12</p>
Dienstag, 26. September	<p><u>MiMi</u>: Machen Sie Aufgaben A, S. 99, und B.1., S. 99. Lernen Sie Wörter 26-50 im Glossar auf Seite 108-109. <u>Handbuch</u>: Lernen Sie „Coordinating Conjunctions“ S.395-396. <u>Worksheets on UMDrive</u>: „CH 11_Conjunctions“: Schreiben Sie A und B.</p>
Donnerstag, 28 September	<p><u>MiMi</u>: Beginnen Sie mit „Aufsatzthemen“ S. 103, 1. <u>Handbuch</u>: Lernen Sie „Subordinating Conjunctions“ A, „Forms“ – H, „damit“ S. .397-402 <u>Worksheets on UMDrive</u>: „CH 11_Conjunctions“: Schreiben Sie C und D.</p>
Dienstag, 3. Oktober	<p><u>MiMi</u>: Schreiben Sie an den Sätzen von S. 103 weiter und beantworten Sie auch Frage 2 in Ihrem Text. Geben Sie diese Komposition heute ab. <u>Handbuch</u>: Lernen Sie „Subordinating Conjunctions“ „dass“ – „wenn ... nicht“ S. 403-406. <u>Worksheets on UMDrive</u>: „CH 11_Conjunctions“: Schreiben Sie E und F.</p>
Donnerstag, 5. Oktober	<p><u>Handbuch</u>: Lernen Sie „Modalverben“ Chapter 9, S. 138-146 (- „mögen“). Schreiben Sie Aufgaben A, C, E S. 150-152 Lernen Sie den Wortschatz S. 148-150 und schreiben Sie D S.151 <u>Worksheets on UMDrive</u>: „CH 9_Modal Verbs“: Schreiben Sie A und B.</p>
Dienstag, 10. Oktober	<p><u>Handbuch</u>: Lernen Sie „Modalverben“ – Perfect Tenses/Future Tense of Modal Verbs S. 146-147. Schreiben Sie G und I, 152-153. <u>Worksheets on UMDrive</u>: „CH 9_Modal Verbs“: Schreiben Sie C und D.</p>
Donnerstag, 12. Oktober	<p><u>Worksheets on UMDrive</u>: „CH 9_Modal Verbs“: Schreiben Sie E, F, G.</p>
Dienstag, 17. Oktober	Fall Break
Donnerstag, 19. Oktober	ZWEITE PRÜFUNG – Bringen Sie alle Hausaufgaben mit (Handbuch, MiMi, Handouts). Klammern Sie sie (staple).

**Vorbereiten auf
(Prepare for)**

Machen Sie die Hausaufgaben am Besten in dieser Reihenfolge:

Dienstag, 24. Oktober	<u>MiMi</u> : Kapitel „Die Geschichte vom fliegenden Robert“ Machen Sie Aufgabe „Vor dem Lesen“ S. 111-112, A und B. Lesen Sie den Text komplett durch und machen Sie A und B, S. 113. Lernen Sie Wörter im Glossar auf Seite 123. <u>Handbuch</u> : Lernen Sie S. 359-363. Lernen Sie den Wortschatz „Simse mir mal!“ S. 364-365 Schreiben Sie Aufgabe A, B, 365-366.
Donnerstag, 26. Oktober	<u>MiMi</u> : Machen Sie Aufgaben S. 114, A und B. Lernen Sie Verben von „Sprechakte“ von S. 115. <u>Handbuch</u> : Schreiben Sie S. 367, C und 369, A.
Dienstag, 31. Oktober	<u>MiMi</u> : Schreiben Sie S. 115-116, C. Schreiben Sie Ihr Argument zu „Aufsatzthemen“ S. 116, 1, in mindestens 10 Sätzen. Geben Sie diese kurze Komposition heute ab.
Donnerstag, 2. November	<u>MiMi</u> : Lesen Sie „Kontexte“ S. 117. Lesen Sie „Zum Hören“ und „vor dem Hören“, S. 118. <u>Handbuch</u> : Lernen Sie „CHAPTER 11: Infinitives“ S. 174-178. Lernen Sie „Wortschatz“ S. 180-181. Schreiben Sie S. 181, A-C.
Dienstag, 7. November	<u>MiMi</u> : Schreiben Sie S. 119, A und C, D. Lernen Sie das Vokabular von „Forms of Liking/Disliking“, S. 120, F. <u>Handbuch</u> : Lernen Sie 179-180. Schreiben Sie F-I.
Donnerstag, 9. November	<u>MiMi</u> : Lernen Sie das Vokabular zu „Diskussion“ („Reichtum zu erwerben“ etc.) S. 121, A. Handbuch S. 184, A oder B. Schreiben Sie 15 Sätze zu diesem Thema. Geben Sie diese kurze Komposition heute ab.
Dienstag, 14. November	Wiederholung für die Prüfung: <u>Worksheets on UMDrive</u> : Schreiben Sie „CHAPTER 18 – Infinitives“.
Donnerstag, 16. November	DRITTE PRÜFUNG – Bringen Sie alle Hausaufgaben mit (Handbuch, MiMi, Handouts). Klammern Sie sie (staple).
Dienstag, 21. November	Präsentationen
Donnerstag, 23. November	THANKSGIVING
Dienstag, 28. November	Präsentationen
Donnerstag, 30. November	Präsentationen
Dienstag, 2. Dezember	Vorbereitung auf das Final
Donnerstag, 14. Dezember	Final um 8 Uhr

Participation Grading Rubric

Excellent -- A

I spoke German during the entire class. I only spoke English after asking the instructor for permission to do so.

I spoke in complete sentences when appropriate.

My German pronunciation was at least 90 % accurate (especially diphthongs, "ch" and umlauts, "r", and compound words).

I respected my classmates and professor, always listening attentively to them when they spoke.

I participated actively in all class activities and discussions.

My participation demonstrated that I prepared well for class, having carefully read the assigned readings and studied/practiced the grammar.

I arrived on time and stayed the full length of the class.

Good -- B

I spoke German almost exclusively.

I spoke in complete sentences some or most of the time.

My German pronunciation was at least 80 % accurate.

I respected my classmates and professor, listening attentively to them when they spoke.

I participated actively in most class activities and discussions.

My participation demonstrated that I prepared well for class, having read the assigned readings and studied/practiced the grammar.

I arrived on time and stayed the full length of the class.

Average -- C

I often spoke English in class.

I sometimes or often did not speak in complete sentences.

My German pronunciation was at least 70 % accurate.

I might have been distracted or not paid attention to my classroom or the professor once or twice.

I participated in class activities, but not as well as I could have.

My participation demonstrated that I prepared somewhat for class, but could have done a better job preparing.

I arrived on time and stayed the full length of the class.

Needs Improvement --D

I was present but did not say anything during the entire class.

I spoke more English than German.

My German pronunciation was inaccurate.

I did little work or reading related to this class.

I often got distracted and did not pay attention to the professor and my classmates.

My participation (or lack thereof) demonstrated that I had not prepared myself for the class.

I arrived late or did not stay the full length of the class.

I used the book's vocabulary list or an electronic device during class.